

4 month reporting date 5/11/07 received 5/10/07
8 month reporting date 9/11/07
12 month completion date 1/11/08

Sioux Falls District Improvement Plan/Progress Report Form

Principle 1, General Supervision:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:17:03. Annual report of children served.

In its annual report of children served, the division shall indicate the following:

In its annual report of children served, the division shall indicate the following:

- (1) The number of children with disabilities receiving special education and related services on December 1 of that school year;
- (2) The number of children with disabilities aged 3 to 5, inclusive, who are receiving a free appropriate public education;
- (3) The number of children with disabilities aged 6 to 17, inclusive, and 18 to 21, inclusive; and
- (4) The number of those children with disabilities aged 3 to 21, inclusive, for each year of age, starting with age 3 within each disability category.

For the purpose of this section, a child's age is the child's actual age on the date of the child count, December 1.

The division may not report a child under more than one disability category.

The monitoring team was unable to validate two children on the district's child count were eligible for special education services. One student was reported on the district's child count as having Traumatic Brain Injury; however, the student's evaluation results, classroom observation, five teacher classroom performance reports, and the IEP information did not justify the educational relevance for the student to receive Special Education services. The other student was on the District's child count; however, the student did not have a current IEP.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all children on child count meet eligibility requirements and have an IEP in effect on December 1st.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

To correlate with the SIMs, all students on the Sioux Falls District's child count will be reported with 100% accuracy.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> Remove both students from the December 1 Count. Meet with the team of the student with the TBI to review the case, discuss impact on learning documentation, and evaluation in question. Complete a re-evaluation of the student with the TBI and reconvene the IEP committee to review data and determine eligibility. Include the Special Services Middle School Supervisor in the meeting. IEP Process Specialist will review the evaluation reports of this specific evaluation for proper documentation. In Fall 2007 staff training, Special Services Supervisors will provide reminder information on documentation of educational relevance. IEP Process Specialist will review all evaluation documents to assure there is educational relevance. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> Review Child Count document. Director's meeting agenda Consent for evaluation and multidisciplinary team page summarizing educational relevance Submit training agenda 	<p>2-12-07</p> <p>2-22-07</p> <p>4-23-07</p> <p>5-23, 07</p> <p>9-7-07</p> <p>12-14-07</p>	<p>Special Education Director</p> <p>Special Education Director</p> <p>Evaluation team and MS Supervisor</p> <p>IEP Process Specialist</p> <p>Special Services Supervisors</p> <p>IEP Process Specialist</p>	<p>(completed by SEP) MET 5/07</p> <p>MET 5/07</p> <p>Not Met</p>

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- Please explain the data (4 month)
- Both Student #111 and Student #155 were removed the District December 1 Count. Attached are copies of those pages of the count that they would have been on. As it relates to Student #155, the confusion on the count was that the District has two students with the same name and both were on the District Count. One was removed and the other remained.
- The agenda for the February 22nd meeting the Director with the evaluation team at Whittier is enclosed and summarizes the individual topics related to the case citation specifically.
- Student #111 has had a comprehensive re-evaluation completed given the questions around educational significance. Enclosed are the following portions of the evaluation packet: a.) copy of the consent for evaluation, and b.) classroom performance reports from teachers that clearly document the educational impact/relevance he is exhibiting in his day-to-day classroom performance, and c.) the multidisciplinary team page that summarizes the IEP committee's decision. The District IEP Process Specialist has reviewed all of the evaluation reports in detail to assure eligibility.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 3, Appropriate Evaluation :

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:22:03. Certified child.

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an Individual Education Program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

The monitoring team identified two students who did not have appropriate evaluations to support their disability.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all initial evaluations and reevaluations are completed in accordance with evaluation requirements.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will immediately reevaluate the two students in all areas of suspected disability, taking into consideration special factors, write a report, hold an IEP meeting and discuss the evaluation data, and determine the students' eligibility.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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12 month completion date 1/11/08

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- Please explain the data (4 month)
- The Sioux Falls Director met with the Cleveland evaluation team on February 14 and the Laura Wilder evaluation team on February 20 to review the cases, discuss the specific areas of concern from the monitoring team, and outline the next steps for re-evaluation. The agendas for those meetings are included under Principle 3.
- A consent for evaluation, copies of reports that describe the educational history and previous interventions, and the multi-disciplinary team page are included to document the areas where questions were identified for Student #6's eligibility.
- Student #53 evaluation had questions regarding the psychological evaluation and the discrepancy between the previous two evaluations. Enclosed is the consent for re-evaluation, new psychology report explaining the discrepancy and the new administration of tests, and the multi-disciplinary team page.
- Both evaluation packets have been thoroughly reviewed by the IEP Process Specialist and found to be accurate.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 3, Appropriate Evaluation:

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04 Evaluation procedures

School Districts shall ensure, at a minimum, that evaluation procedures include the following:

(4) No single procedure is used as the sole criterion for determining eligibility or an appropriate educational program for a child.

The team concluded documentation did not show the validity of the scores or support multiple disabilities eligibility for ED and OHI; thus, the team found children are being over identified as having Multiple Disabilities in the areas of Emotionally Disturbed and Other Health Impaired.

(7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs.

The monitoring team concluded through file reviews systemic concerns in the district pertaining to children being assessed in all areas related to the suspected disability. An example the monitors' consistently found was behavior or attention evaluations were not given when parents and teacher(s) reported a student's attention and off-task behaviors were impeding learning. In interviews, it was determined individualized evaluations are not completed, because the district only has specific tests available. In addition, the evaluators seldom have the opportunity to consult with the student's teacher(s) before testing, and consultation among the evaluators is not done before, during, or after student testing.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will complete comprehensive evaluations for initial evaluations and reevaluations to ensure the student has been evaluated in all areas of suspected disability/disabilities.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student is evaluated, there will be documentation 100% of the time to support (a) the evaluation addressed parent and teachers' concerns (b) the evaluation was comprehensive enough to support a student has a particular disability/disabilities, and, (c) the disability is adversely affecting the student's educational performance.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1.What will the district do to improve? <ul style="list-style-type: none"> Review the District Comprehensive Plan, Federal Regulations and State Rules. Convene a summer study committee of various types of evaluation team members to review current procedures for collecting parent and teacher input in the evaluation, comprehensive evaluation guidelines, and the adverse affect on educational performance. Rewrite District procedures to comply with the areas identified above. Review District documentation systems and make any form revisions to assure compliance. Train staff in revised procedures. What data will be given to SEP to verify this objective? <ul style="list-style-type: none"> Notice and agenda of summer study committee. Copy of revised procedure. Training notice and documents. 	5-25-07 6-27-07 6-27-07 9-7-07	Special Education Director Special Education Director and Supervisors IEP Process Specialist Special Education Director and Supervisors	(completed by SEP)

Please explain the data (4 month)

- The notice for the meeting and agenda with the Director, Itinerant Services Supervisor and Psychology department is attached documenting this action was taken and completed.

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Please explain the data (12 month)

Principle 3, Appropriate Evaluation:			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:06. Reevaluations</u> Reevaluations shall be conducted at least every three years if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents. Each school district shall follow the procedures under 24:05:25:04.02 when reevaluating a student for the additional purposes of:</p> <p>(1) Determining whether the child continues to have a disability</p> <p>The monitoring team determined children receiving related services were dismissed without any record of reevaluation. There was no record the district followed the required procedures before determining the child is no longer a child with disability.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure all students are appropriately reevaluated before dismissed from Special Education and/or related services.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>When a child is being considered for dismissal from Special Education and/or related services, the district will have a written report documenting reevaluation data to support discontinuation of the service(s) 100% of the time.</p>			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed

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<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> • Meet with a small group of related service staff (PT, OT, ST) to review the Comprehensive Plan and current procedures. • Rewrite the procedure with more detail regarding dismissal from special education versus dismissal from related services <u>only</u> in the IEP process. • Training of all certified staff on the new procedures. • Review of IEP paperwork where related service dismissal occurs. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> • Meeting notice and agenda • Training notice and written procedure • Report of IEP paperwork submission 	<p>3-30-07</p> <p>6-27-07</p> <p>9-7-07</p> <p>12-14-07</p>	<p>Itinerant Services Supervisor</p> <p>Itinerant Services Supervisor</p> <p>Supervisors</p> <p>IEP Process Specialist</p>	<p>(completed by SEP)</p> <p>Not Met</p>
<p>Please explain the data (4 month)</p> <ul style="list-style-type: none"> ○ Finally, the committee representing building administration, English Language Learner staff and special education staff has met three times with another meeting planned for May 16. The meeting notices, agendas and minutes are included in this submission. At the next meeting the committee will review the areas needing further clarification and outline the action steps for professional development that are needed to assure ongoing sound practices in determining eligibility. ○ The Itinerant Services Supervisor and Director met with a group of speech language clinicians, physical and occupational therapists to discuss and review the comprehensive plan and current procedures regarding dismissal from related services. The notice and agenda for the meeting are included. 			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Principle 4, Procedural Safeguards:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04. Prior notice and parent consent.

Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

The monitoring team determined written notice was not consistently given to parents five days before the district proposed, initiated, or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

ARSD 24:05:30:05. Content of notice. The notice must include the following:

- (1) A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected;
- (2) A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal;
- (3) A description of any other factors which are relevant to the district's proposal or refusal;
- (4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this article and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and sources for parents to contact to obtain assistance in understanding the provisions of this article.

ARSD 24:05:30:17. Consent.

"Consent" means that the parents have been fully informed in the native language or another mode of communication of all information relevant to the activity for which consent is sought in the native language or another mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought; the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by the parents is voluntary and may be revoked in writing at any time. If a parent revokes consent, that revocation is not retroactive (i.e., the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked).

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Through interview and a review of student records, the monitoring team concurred the Prior Notice for Consent document used by the district did not consistently inform parents of all relevant information regarding the areas in which their child would be evaluated. An example is the description for a psychological evaluation that includes the areas of cognition, visual-motor, achievement, attention, and/or emotional status. Because the majority of the prior notice/consents did not indicate which of the area(s) would be assessed, parents were not fully informed of the activities for which they were providing consent.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will ensure the written notice informs parents of all relevant information regarding the areas in which their child will be evaluated.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When the District delivers written notice for evaluating a child, parents will be fully informed of the activities for which they are providing consent 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> Remind staff to continue with the Spring 2006 direction to staff to circle the specific evaluation areas that will be included in the evaluation. Study group should review the content of the Consent for Evaluation document and make necessary revisions to wording to assure compliance with the IDEA language. Revise the District form, directions and procedures as outlined by the committee. Train all special education certified staff in new procedures. Review staff paperwork to assure generalization of the procedure. 	2-23-07	Special Education Director	(completed by SEP) Met 5/07
	6-29-07	Special Education Director	
	6-29-07	Study Committee	
	9-7-07	Special Services Supervisor	
	12-14-07	IEP Process Specialist	
<p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> Updates memorandum from Director. Notice and agenda for study committee Submit revised form, directions and procedure. Training outline submission. Report of paperwork accuracy. 			

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Please explain the data (4 month)

- The Sioux Falls Director sent an "Updates" memorandum to all District Special Services certified staff reminding them of the practice to circle specific areas as was determined adequate by the Review Team Leader during the self-assessment process. The memorandum and attached example sheet are included in the attachment.
- In this Updates memorandum, the Director also explained in item 1 that summer study groups would be put in place to study some items from the State Review in details. All staff were invited to participate and to contact their level supervisor if interested.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 4, Procedural Safeguards:

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:12. Graduation requirements.

Completion of an approved secondary special education program with a regular high school diploma signifies that the student no longer requires special education services. Graduation from high school with a regular high school diploma constitutes a change in placement requiring written prior notice in accordance with this article.

The individual educational program shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the individual educational program process at least one year in advance of the intent to graduate their child upon completion of the individual educational program and to terminate services by graduation.

ARSD 24:05:30:04. Prior notice and parent consent.

Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents. If the notice described in this section relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requests parent consent.

The district and monitors concluded parents are not consistently provided written prior notice indicating the student no longer requires special education services upon graduation from high school with a regular high school diploma. Graduation constitutes a change in the student's placement.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will ensure parents are provided written notice prior to their child's graduation indicating their child will no longer qualify for Special Education services.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student is graduating from high school with a regular diploma, 100% of the time the District will send written notice to the parents stating their child will no longer be eligible for Special Education services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? <ul style="list-style-type: none"> Review Comprehensive Plan, federal regulations and State rules, as well as the current District procedures. Assess and revise the prior notice and graduation summary procedures and forms. Complete staff training and information dissemination regarding written notice to parents upon graduation. Review documents that staff have completed to assure accuracy. What data will be given to SEP to verify this objective? <ul style="list-style-type: none"> Meeting notices Revised forms/procedures Training notice and handouts Report of paperwork submission 	3-16-07 3-30-07 4-20-07 6-27-07	High School Supervisor High School Supervisor High School Supervisor IEP Process Specialist	(completed by SEP) Met 5/07 Met 5/07 Met 5/07

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Please explain the data (4 month)

- o A committee of high school special education teachers and principal meet with the High School Special Services Supervisor, Director, and IEP Process Specialist to review the regulations and rules as well as current District procedures regarding written notice at the time of graduation. The notice, agenda and handouts for the committee meeting are attached.
- o The committee revised the procedure and notice form for the District's practices in this area. Copies are enclosed as well as the notice for three training sessions that were held in April to assure written notice is provided by all staff for graduation 2007. Staff sign-in sheets are enclosed to verify that all staff working with young adults of graduation age were included.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 5, Individualized Education Program:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.01 IEP team.

Each school district shall ensure that the IEP team for each student with disabilities includes the following members:

(4) A representative of the school district who:

- (a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
- (b) Is knowledgeable about the general education curriculum; and
- (c) Is knowledgeable about the availability of resources of the school District;

Through file reviews and interviews with staff, the monitoring team determined special education teachers (committee chairs) are often serving as the IEP designee and do not meet the criteria necessary for this designation.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All District representatives at IEP meetings will meet the criteria set forth in IDEA '04.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When an IEP meeting is held, the member who represents the District will be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, as well as be knowledgeable about the general education curriculum and the availability of resources in the District 100% of the time.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> • Review the District's current procedures and matrix with a team of staff regarding IEP committee membership in a summer study group. • Document revisions to the membership procedures including the process on how to determine membership and documentation on the invitation to a meeting. • Train administrators on the IEP committee membership. • Train certified staff and IEP Facilitators on IEP committee membership procedures and processes. • Review IEP committee membership on IEP documents to assure generalization of the training. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> • Study group notice. • Copy of the procedure and directions to staff. • Training notices and documents. • Report of paperwork review. 	<p>Special Education Director</p> <p>Special Education Director</p> <p>Special Education Director Supervisors</p> <p>IEP Process Specialist</p>	<p>6-27-07</p> <p>6-27-07</p> <p>8-17-07</p> <p>9-7-07</p> <p>12-14-07</p>	<p>(completed by SEP)</p>
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Principle 5, Individualized Education Program:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05: 27:01.03 Content of Individualized Education Program (IEP)

Present level of academic achievement and functional performance and annual goals

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

The team found students' present levels of academic achievement and functional performance (PLAAFPs) consistently lacked the area(s) to be addressed, strengths and needs, and how the disability affected students' performance in the general curriculum. Students' functional assessment information was not skill specific; thus, the PLAAF did not reflect the student's specific skill strengths and needs, and the annual goals did not address specific skill areas for services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure comprehensive evaluations are conducted with the inclusion of functional assessment skills documented in a report.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When completing an evaluation, functional assessments will be included in all areas of the suspected disability, and the student's specific skill strengths and needs will be written in a report used to develop the student's PLAAFP and measurable annual goals 100% of the time.

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<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> Review/revise current procedures and directions for writing present levels of academic achievement and functional performance (PLAAFP) with a study group of staff. Write examples that demonstrate the alignment of information from the notice to evaluation to IEP PLAAFP and goals emphasizing skills specific documentation. Review Comprehensive Plan, Federal regulations and State rules to develop training documents that identify the various sources of functional data. Provide staff training to include the information about gathering functional information and writing PLAAFP's and writing skill specific annual goals tied to the PLAAFP. Review IEP's written by staff to assure the specific skills are generalized into daily IEP writing. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> Copy of District procedure. Training notice and documents. Report of accuracy of PLAAFP and goal writing. 	<p>6-27-07</p> <p>6-27-07</p> <p>6-27-07</p> <p>9-7-07</p> <p>12-21-07</p>	<p>Special Services Administrators</p> <p>Study Committee</p> <p>Study Committee Special Services Supervisors</p> <p>IEP Process Specialist</p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p> <ul style="list-style-type: none"> Summer study groups will come together to address the areas in principle 5. Notices for the groups are included in the document submission. 			

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Please explain the data (8 month)

Please explain the data (12 month)

Principle 5, Individualized Education Program:

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02. Transition services.

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The team concluded the District's course of study does not reflect an educational program and planning that is individualized, meaningful, and directly related to the students' measurable postsecondary goals. The district's IEP form does not incorporate a section to facilitate and document a discussion of courses of study. In addition, needed transition activities and/or services were not consistently documented in IEPs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The District will ensure transition plans are a coordinated set of activities, which reflect student strengths and interests to prepare them for post school activities.

4 month reporting date 5/11/07 received 5/10/07
 8 month reporting date 9/11/07
 12 month completion date 1/11/08

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When developing a transition age student IEP, the District will use a postsecondary oriented process that includes a specific course of study and activities and/or services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
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4 month reporting date 5/11/07 received 5/10/07
 8 month reporting date 9/11/07
 12 month completion date 1/11/08

<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> • Have a group of teachers and special services administrators review the current procedures in the Transition Handbook and previous training documents. • Determine changes needed in District procedures and forms to clearly document the course of study requirements and coordinated set of activities. • Write procedures for the Course of Study and documentation of the coordinated set of activities. • Create examples of documents with the information documented appropriately. • Train staff on the procedures for course of study and documenting the coordinated set of activities. • Monitor IEP documentation for course of study and coordinated set of activities to assure implementation. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> • Copy of written procedures, forms and directions. • Staff training notices and handouts. • Report of accuracy in documenting the information. 	<p>6-27-07</p> <p>6-27-07</p> <p>6-27-07</p> <p>6-27-07</p> <p>9-7-07</p> <p>12-21-07</p>	<p>Special Services Director</p> <p>Special Services Director</p> <p>High School Supervisor</p> <p>High School Supervisor</p> <p>High School Supervisor</p> <p>IEP Process Specialist</p>	<p>(completed by SEP)</p>
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			